Winter 1-30-2023

Examining the Level of Information Literacy among First-Year English Majors at the University of Sargodha

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Abstract

The main goal of this study was to look into the information literacy (skills and standards) of English Language majors at Sargodha University. A total of 160 undergraduates, both men, and women, took part in the research. To get to their end goal, researchers had to fill out a questionnaire created by Mittermeyer and Quirion (2003). The results of this study showed that undergraduates at UOS don't know enough about how to use information. Because of this outcome, it was suggested that students from UOS take part in the research.

Search terms include "information literacy," "undergraduates," and "English language" (information literacy, undergraduates, English language).

1. Introduction:

As described by Hepworth, "information literacy" is "the process of learning knowledge about attitudes towards and information abilities, as a significant determinant of how individuals utilise reality, develop, live, work, and communicate in an information society," as defined by Marais (1992). Similar to informational competence is the concept of "information literacy." The phrase "information skills" refers to "the process of developing knowledge about attitudes towards and skills in information," since both students and educators may benefit from knowing how to efficiently use online resources like databases and search engines. When seen in this light, information literacy becomes an issue that affects more than just individuals and schools.

An examination of Shapiro and Hughes's 1992 article explored information literacy as a liberal art form. Ability to use computers and discover information is only part of what's meant by "information literacy;" more complete definition would also involve critical thinking about information's nature, technological infrastructure, social, cultural, and even philosophical implications. Although knowing how to use computers and find information online are both technically valuable skills, they just scratch the surface of what is required for information literacy. Literacy in information and computer technology is as essential to the mental framework of an educated citizen as was mastery of the liberal arts (grammar, logic, and rhetoric) in the Middle Ages.

Students in their first year of college in the Pakistan sometimes have to leave their schools without access to sufficient library resources. This is due to the fact that these students place a high value on textbooks and lack the flexibility to embrace a new pedagogy that emphasizes critical thinking and individual initiative. If they ever had to write a report in high school, they could have struggled. Suppose students have to prepare a report about a troublesome issue, for example. In that case, it may be difficult for them to utilize the library's resources at first, even if they can use search engines to locate relevant articles or the electronic library system.

Definitions of Proficient Performance in Key Areas of Information Literacy:

These five requirements for information literacy in higher education were accepted by the American Association for Higher Education in 1999.

1) The first stage is figuring out what data is required, and the second is figuring out how to get your hands on it.

2) Evaluating the information and its sources, and integrating the knowledge and values of the information chosen into the student's own worldview,

3) Using information effectively to accomplish a specific purpose, whether working alone or in a group, and

4) Understanding the majority of the issues surrounding the uses and access to information (American Library Association. 2006).

5) students will have a solid understanding of the economic, legal, and societal challenges related to the appropriate and ethical application of information. Step one is locating the relevant data needed in a timely manner.

Thus, the outcomes and performance indicators that should be included in each of the five criteria are listed in detail.

The Australian and New Zealand Institute for Information Literacy (ANZIIL) updated the first edition of the Information Literacy standards in 2001. The initial version was updated to account for the manner in which academics and librarians have been use it. Here are the six indicators of information literacy that they advocated (Bundy, 2004):

The first criterion for information literacy is the ability to assess one's own information needs and identify appropriate sources.

Second Information Literacy Standard: Possessing the ability to find relevant information quickly and efficiently.

Third Information Literacy Standard: An informed citizen engages in critical analysis of information and the research process.

Fourth one who is "information literate" can handle either the creation or maintenance of large amounts of data.

According to the fifth standard, an information literate individual uses new knowledge to form novel ideas or improve existing ones.

Knowledge of the cultural, ethical, economic, legal, and social issues related to information use is essential to information literacy. We are now on the sixth norm. A person who is information literate is one who can identify a need for information, assess how much information is needed, locate relevant information quickly and easily, evaluate the credibility and usefulness of the information and its sources, organize, store, manipulate, and rewrite information that has been gathered or created, apply what they've learned from applying information, use information to their advantage, and grow their own body of knowledge.

Informational and citation literacy are currently lacking. Although citation patterns in major composition studies journals and books published between the late 1980s and the early 2000s differ significantly from those in other social science and humanities fields, this point, which refers to intellectual property, is one of the most important critical issues that students in higher education need to consider when working on their papers.

Literature Review:
Librarians and information professionals have, according Alqudsi-ghabra and Al-Dousari, long tried to develop efficient methods for imparting information literacy and technical competence. Despite the widespread belief that today's college freshman grew up with advanced technology, an honest evaluation of their IL and TL might reveal otherwise.

Hebert and Rouge note the necessity for a larger, multi-institutional study using a thoroughly validated instrument to collect data and derive generalizable findings on incoming LIS graduate students' IL self-efficacy and ability.

According to Merkley, her research will be utilized to develop an online information literacy screening tool that incoming college students may use to identify areas in which they may benefit from further support as they acclimate to university life.

Kimani and Onyancha discuss this same issue in First-year students at Kenya's Catholic University of Eastern Africa were the focus of this research examining their information literacy skills and understanding (CUEA). The majority of first-year students (c) did not know how to use any of the available retrieval tools, (d) were already familiar with both electronic and print information

resources, and (e) were proficient in using a variety of computer programs, including the internet and its many applications (such as social networking sites and websites), word processing, and statistical analysis software.

Miller describes Purpose in great depth. The purpose of this study is to evaluate the influence of demographic variables on the information literacy levels of entering information studies graduate and undergraduate students. Research indicates that graduate students may have a greater level of information literacy than undergraduates. In the undergraduate population, older students fared better, and many respondents may lack "basic" information literacy skills despite ubiquitous use. These findings might prompt educators and librarians to investigate information literacy gaps among college and university students.

In their article, Pinto, Fernandez-Pascual, and Puertas discuss a Data for this study on information literacy came from surveys and in-depth interviews with Spanish college students with backgrounds in information studies, psychology, and translation and interpretation. The IL-HUMASS (subjective) and EVALCI-K (objective) questionnaires were used to compile the data. Searching for information, analyzing it, synthesizing it, and sharing it are the four main components of information literacy (IL), which are further subdivided based on objective and subjective standards. Objective (knowledge and skills) and subjective (belief-unimportance and self-efficacy) values can be integrated with reference to IL competencies, potentially leading to a better understanding of the teaching and learning processes and a more thorough incorporation of them into the curricular framework. Analysis of observable and hidden competency patterns, including correlation and causality.

The authors, Ebiefung and Onah, claim to have undertaken an empirical investigation of students' digital literacy skills to test the hypothesis that students' levels of digital literacy influence the extent to which students at Nigerian institutions make use of digital information resources. This research looks at how college students use online libraries and databases, the challenges they confront while attempting to increase their digital literacy, and the amount to which they have succeeded.

Cunningham and Anderson were the ones For Sonoma State University's Advanced Accounting class; the opportunity to create an information literacy teaching module emerged out of the need to help students become more critical thinkers and the complexity of the accounting literature. This curriculum was developed with the help of your accounting professor using a case study methodology. The course taught students to recognize good accounting literature, where to get it, how to use search engines successfully, how to evaluate the authenticity of material discovered online, and how to put all of that together to solve an accounting problem. Three successive semesters were employed to roll out the module. Students were polled both before and after the exercise to see if they had any background expertise in locating specialized accounting documents, and if so, if they had changed their search tactics as a result.

Issa et al. The information needs of graduating Nigerian undergraduates at the University of Ilorin are investigated, as are the students' levels of acquaintance with IL courses, the strategies they employ, and the hurdles they face on their way to becoming informational literate. The findings suggest that IL be made available for credit to first-year students at the institution.

Information literacy (IL) in the workplace is examined through the eyes of Kiran and Jinadu as full-time faculty members (college context). With a focus on a qualitative case study, it adopts a pragmatic approach. Conclusions The results of this tracer study demonstrate the need for more research into the factors affecting graduates' (workers') performance in the job. According to Amu et al this research looked at how computer literacy, user education, and internet search skills affect undergraduates' usage of e-resources in the libraries at Al-Hikmah University. Facilitators of user education are urged to ensure that users have access to the requisite computer literacy and internet search skills, as suggested by the study. Students at Al-Hikmah University are not making as much use of online materials as they should be, and there are a number of issues that the school's administration and library should seek to fix.

There is a gap on the road between Ebiefung and Onah. This article is a discussion on how academic libraries might better serve their diverse user bases through the purchase and supply of digital materials. Useful Internet resources for the classroom, the library, and the lab are explored, including e-books, e-journals, e-encyclopedias, online abstracts, compact discs, digital libraries, electronic newsgroups, and electronic databases.

According to Igwe and Issa Finding, assessing, and utilizing information from many sources effectively for decision making and issue solving are all skills that go under the umbrella of "information literacy" (IL). What we mean by "information literacy" (IL) is the ability to identify relevant information needs, locate relevant resources, evaluate those resources, synthesize them in an ethical manner, and disseminate the findings. Access to materials and the means through which those resources are disseminated were found to have an effect on students' IL competency. It suggested boosting them, as well as increasing student awareness of the importance of IL and creating a framework for IL competency at institutions across Southern Nigeria.

Premarathne's Electronic Information Resources (EIR) explains how important reference resources provided by university libraries are in today's information landscape. Readers are encouraged to make greater use of digital resources as part of their academic research. While in university, most students make substantial use of the library, particularly senior year students working on capstone projects. According to the findings, the low rates of student use of electronic resources may be attributed to a lack of foundational IT skills and understanding as well as a problem communicating in English. By creating awareness campaigns, encouraging students to use EIRs, and building new infrastructure in the Main Library, university libraries and faculty members may play a crucial role in maximizing the benefits of electronic information resources. It is advised that a course in information literacy skills be implemented into students' normal curriculum in order to maximize the return on investment (ROI) from EIR.

Pinto et al. In this article describe that how a wide range of college freshmen feel about the importance of information literacy (BILAs). The first objective is to find out whether there is a generic latent structure, and the second is to find out if there are any differences related to demographics. The results stress the need to account for variations in education level, major, and sex. Value/originality: Despite the abundance of literature on the topic, we have no idea how highly students regard information literacy. To that end, the BILAs framework was developed.

Higher education has recently seen a dramatic shift, with a new focus placed on the need of both open lines of communication and technological advancement. First-year college students are responsible for learning how to find and evaluate knowledge from a variety of sources beyond the bookshelves of a library, and it is the responsibility of the educational system to ensure that these students have the tools they need to do so.

The concept of "information literacy" has spread beyond the realm of academia and into everyday life. "Information literacy, starting with the emergence of information technology in the early 1970s," writes Bruce (2004). "Has developed, shaped, and reinforced to become recognized as the crucial literacy for the twenty-first century." One of the most important building blocks of a college education can be this. In 2000 "Investigations into the topic of "information literacy" are still in their infancy. However, there is still a dearth of research that is focused on a single domain, and the studies that do exist are all over the place."

Hepworth (1999) analyzed the information literacy and skills of undergraduates to identify areas of strength and improvement. Findings indicated that students did not have adequate information literacy or skills. The Information Literacy Competency Framework was proposed by researchers at Singapore's Nanyang Technological University. The implications of these alterations and a transitional framework were articulated. Adapting to these modifications

Information literacy and 21st century skills are being produced in today's graduates of higher education. In his 2003 article, "The New Information and Educational Environment in China," Sun addressed the burgeoning demand for academic expertise in China. With the rise of China's

information society, information literacy is being taught in classrooms across the country, but more needs to be done to streamline the educational process so that it also includes training in information skills.

Freshmen have a hard time making effective use of libraries and often lack the skills necessary to find the information they need. The information literacy of first-year college students in Quebec was investigated by Mittermeyer and Quirion (2003). The study's findings backed up the importance of college libraries as a resource for fostering information literacy and the need to incorporate it into curricula. The research shows that students struggle with information retrieval, time management, and plagiarism prevention due to a lack of background knowledge in these areas.

In a 2005 article, Jager and Nassimeni discussed the efforts of librarians and academics to work together to improve teaching and learning in South African universities and colleges. Their research demonstrated librarians' evolution of a theory of information literacy instruction, and they argued that librarians could hasten adoption of the curriculum by capitalizing on policy initiatives already in place in higher education.

The Arab world has shown some interest in Information Literacy through the use of IT skills in the context of e-learning and the integration of new technologies like the internet. Since educators are the focus, the study's findings of a lack of IT skills and e-learning applications would be rendered meaningless if teachers already possessed those abilities and accepted integration.

Statement of the Problem:

Students at Sargodha University (UOS) were assumed in this study to be unable to locate, comprehend, or assess information. Therefore, the purpose of this research is to assess the information literacy of students at Sargodha University by investigating the following issues.

1. Can English Language majors in their first year at UOS figure out what kind and how much data they'll need?
2. Do first-year English majors at UOS employ efficient and productive search methods?
3. What kinds of papers are verified by English major first-year students at UOS?
4. Which search engines do first-year English majors at UOS trust the most while doing research?
5. How well-versed are first-year English majors at UOS on the ethical and legal considerations surrounding the collection, storage, and dissemination of data?

4. Research Methodology:

As this research was done in the form of a descriptive study, the researchers used a questionnaire to collect information about students' familiarity with various forms of information.

The Study Sample:

For this research, we recruited 170 freshmen majoring in English literature from Sargodha University's Registration Department. Even though the survey was sent to all students, just 160 responded.

Table (1): Sample distribution according to their gender

Gender	Frequency	Percent
Male	85	63.1
Female	75	46.9
Total	160	100

4.1 The Questionnaire:

After translating its questions into English, this study utilizes a questionnaire developed by (Mittermeyer & Quirion. 2003) that represents information literacy abilities and norms. Four UOS judges with doctorates in a variety of fields checked the English version for accuracy: instructional technology, information technology, curriculum and instruction, and library science. After the study was over, the researchers used Cronbach'sAlpha (.878) to determine the reliability of the questionnaire's 40 items. These questions were developed and Information Literacy Competency Standards for Higher Education (ACRL). The following table shows how such abilities were connected to factors organized into five broad categories (table 2).

Table (2): distributed Questionnaire items onto their themes and variables

Themes	Variables	Questions
Concept Identification	Significant Words	6,10 and 15
Document Types	Periodicals	17
	Scholarly	22
	Encyclopedias	5
Search Strategy	Boolean Operators	11 and 18
	Translation into keywords	4
	Search Indexes	13
	Controlled Vocabulary	14
Use of Results	Evaluation Information	20
	Ethical use of information	21
	Bibliographies	12
	Read in Citations	7
Search Tools	Meta-search Engine	16
	Library Catalogues	9
	Search Engines	8
	Databases	3
	Catalogue	19

5. Results:

The study questions were framed around five topics that capture information competences and standards in order to assess the level of information literacy and abilities among UOS students.
Findings from the first inquiry: Can English Language majors in their first year at UOS figure out what kind and how much data they'll need?

Using the key terms in the inquiry, this question indicates students' abilities in the area of Concept Identification. The reasons for having the students respond to Questions 6, 10, and 15
Selecting and using appropriate terminology in the issue statement is of fundamental importance, as is being able to answer question 6 of the purpose section.
With Q10, you may narrow your search by emphasizing keywords to get more relevant results.
Using the student's ability to conceptually separate oneself from the problem's formulation in the description of the problem and in the selection of search terms,
 Q15 serves as a measure of this. The tabular data (3) displays the pupils' answers to these inquiries:

Table (3): responses of Students at theme 1: Concept Identification

Q.N	Q.A	Male				Female				Total			
		C.A		I.C.A		C.A		I.C.A		C.A		I.C.A	
		F	%	F	%	F	%	F	%	F	%	F	%
Q 6	A	28	33	57	67	20	27	55	73	48	30	112	70
Q 10	B	29	34	56	66	37	50	38	51	66	41	94	59
Q 15	D	27	32	58	68	30	40	45	60	57	36	103	64
Mean		28	33	57	67	29	39	46	61	57	36	103	64

Q.A: Question Answer; C.A: Correct Answer; I.C.A: Incorrect Answer; F: Frequency

Taken out of consideration:

1   64 percent of students got the question wrong, and just 36 percent knew the key terms to use in a Google search to find solutions to the problem.

2   The mean proportion of accurate answers among male students was 33%, whereas the mean percentage among female students was 39%.

3   Just 36% of first-year English majors at UOS are able to assess the scope and   depth of the data required.

The answers to the second question are: Do English Language majors at UOS employ efficient and productive search methods?

A student's proficiency with the Search Strategy standard is revealed in this question through their use of the following search-related variables: problem-specific controlled vocabulary, Boolean operators, search indexes, and translated keywords. It was requested of the pupils that they respond to questions 4, 11, 14, and 18. The students' answers to these questions are shown in table (4):

Table (4): responses of Students at theme 2: Search Strategy

Q.N	Q.A	Male		Female		Total	
		C.A	I.C.A	C.A	I.C.A	C.A	I.C.A

		F	%	F	%	F	%	F	%	F	%	F	%
Q 4	B	36	42	49	58	13	17	62	83	49	31	111	69
Q 11	D	25	29	60	71	24	32	51	68	49	31	111	69
Q13	C	33	39	52	61	45	60	30	40	48	30	82	51
Q 14	C	19	22	66	78	33	44	42	56	52	32	108	68
Q 18	C	10	12	75	88	29	39	46	61	39	24	121	76
Mean		25	29	60	72	29	38	46	62	47	30	107	67

One may deduce the following from the data in the table:

1. Roughly 67% of students did not know the correct answer; just 30% of students used an efficient and successful search technique to find data that was relevant to the problem.

2. No search techniques exceeded 50% of accurate answers, with male students accounting for 29% and female students 38%.

3. just 30% of first-year English majors at UOS employ optimal search tactics.

Results of question #3: Which Types of Documents Are Accepted by First-Year English Majors at UOS?

Student proficiency with the Document Categories standard is shown here by asking them to seek for examples of each of the three types of validated documents: encyclopedias, periodicals, and scholarly articles. The class was given the questions 5, 17 and 22. Table 5 indicates how the pupils fared in answer to those inquiries.

Table (5): Students responses at theme 3: Document Types

Q.N	Q.A	Male				Female				Total			
		C.A		I.C.A		C.A		I.C.A		C.A		I.C.A	
		F	%	F	%	F	%	F	%	F	%	F	%
Q 5	B: An encyclopedia	23	27	62	73	26	35	49	65	49	31	111	69
Q 17	D: A journal	19	22	66	78	18	24	57	76	37	23	123	77
Mean		21	25	64	76	22	30	53	71	43	27	117	73

Based on the data in the table, we may infer the following:
1. Roughly 73% of students did not know the correct solution, and only 27% selected the correct document source that had material directly relevant to the problem.
2. the average proportion of male students who got it right was 25%, whereas the average percentage of female students who got it right was 30%.Students were asked to describe articles published in academic journals for Question 22; the correct responses were b, c, and d, and their ability to tell the difference between scholarly journals and popular magazines was tested.

Table (6): responses of Students at theme 22

Questions Alternatives						Responses	%
					F	21	13.2
				E		19	11.9
		C	D			13	8.2
	B	C				15	9.4
A	B	C				18	11.3
A			D			11	6.9
						10	6.3
		C	D	E		8	5
A	B		D			6	3.8
	B					9	5.6
	B					8	5
A		C	D			7	4.2
A		C				7	4.2
A	B		D			8	5
Total						160	100

Table (6) shows that just two students correctly identified the characteristics of the academic journal by selecting solutions (a), (b), and (d), whereas the majority correctly identified their level of expertise by selecting response (f), "Don't Know."

Tables 5 and 6 show that first-year English majors at UOS have no ability, as measured by the Document Types standard, to identify the kind of verified document given its source.

Results of question 4: Do first-year English majors at UOS prefer one particular search engine over another?

Knowing that search engines are not suitable tools in searching indexes and utilizing the Internet as a search tool is a key indicator of how well students can use the standard of reliable search tools in answering this issue. In this exercise, the students were given questions 3 through 19 to complete. Table 7 displays student replies to these inquiries.

Table (7): responses of Students at theme 4: Search Tools

Q.N	Q.A	Male				Female				Total			
		C.A		I.C.A		C.A		I.C.A		C.A		I.C.A	
		F	%	F	%	F	%	F	%	F	%	F	%
Q 3	B	33	39	52	61	22	29	53	71	55	34	105	66
Q 8	A	21	25	64	75	25	33	50	67	46	29	114	71
Q 9	A	26	31	59	69	19	25	56	75	45	28	115	72
Q 16	A	31	36	54	64	30	40	45	60	61	38	99	62
Mean		28	33	57	67	24	32	51	68	52	32	108	68

Out of the table:

    From the data:
1. Roughly 68% of students got the question wrong, while just 32% used the appropriate search engine.
2. Male and female students had similar rates of correctness, at 32% overall.

Students have been asked Question 19 to test their knowledge of how to use the library catalogue, and the correct responses are A and D.

Table (8): responses of Students at theme 19

Questions Alternatives						Responses	%
A			D			12	7.5
	B	C				22	13.7
	B					27	16.9
		C				19	11.8
						11	6.8
	B	C				13	8.1
		C	D			10	6.2
A	B	C	D			8	5
A	B					7	4.3
		C	D			6	3.7
	B					6	3.7
	B					8	5
					F	4	2.5
A						4	2.5
A	B					3	1.8
Total						160	100

Table 8 reveals that just 7.5% of students selected answers A and D, which explain how to use the library's catalogue to find books and periodicals.

According to the data in Tables 7 and 8, first-year English majors at UOS are completely incapable of meeting the standards of unsuitably reliable search engines.

According to Fifth Question:How well do first-year English majors at UOS grasp the economic, legal, and social considerations associated to the ethical and legal use of information?

This question reveals students' proficiency with the Use of Results criteria by testing their familiarity with reading in such areas as citation, bibliographies, evaluative information, and ethical use of information. A total of 21 questions were provided to the students to answer. Thus, Question 7 is designed to test takers' ability to analyze a bibliographic citation and determine what kind of document it refers to, while Question 12 is meant to gauge whether or not readers like the author's use of a particular set of sources. The table below displays the results of the first two

questions asked to the students in Table (9).

Table (9): responses of Students at theme 5: Use of Results

Q.N	Q.A	Male				Female				Total			
		C.A		I.C.A		C.A		I.C.A		C.A		I.C.A	
		F	%	F	%	F	%	F	%	F	%	F	%
Q 7	B	24	28	61	71	23	30	52	69	47	29	113	71
Q 12	C	27	31	58	68	33	44	42	56	60	38	100	63
Mean		26	30	60	70	28	37	47	63	54	33	107	67

1. As you can see from the data, the majority of students (67%), and especially those who selected the correct citation and bibliography style (33%), got it wrong.
2. Similarly, 33% of students overall had a right mean response, and this was true for both male and female students.

It is expected that students will be able to analyze material given to them, and the responses to Question 19 (A and D) will reveal this.

Table (10): responses of Students at theme 20

Questions Alternatives						Responses	%
A	B	C				11	6.8
			D			12	7.5
	B					23	14.4
					F	25	15.6
	B	C				12	7.5
A		C	D			12	7.5
						6	3.7
		C	D	E		7	4.4
	B					6	3.7
		C				6	3.7
A	B					9	5.6
A	B	C	D			3	1.8
			D			7	4.4
	B	C	D			9	5.6
	B					6	3.7
A	B	C				6	3.7
Total						160	100

Only 6.8% students got it right by choosing options A, B, and D and providing the correct publication date; thus, the author is well-known in the subject, and authority over the site is unmistakable. Nonetheless, 15.6 percent of the class is clueless.Students were tested on their knowledge of the principles of the ethical use of information by being presented with Question 21, the correct answers to which were A, B, C, and D.

Table (11): responses of Students at theme 21

Questions Alternatives						Responses	%
			D			22	13.7
		C				21	13.1
					F	14	8.7
		C				23	14.4
	B					15	9.4
			D			11	6.8
				E		16	10
	B	C				7	4.5
		C	D			8	5
A	B		D			3	1.9
			D	E		3	1.9
A	B					5	3.1
			D	E	F	6	3.7
A	B	C				3	1.9
	B		D			3	1.9
Total						160	100

Only three students showed a command of the concepts of responsible research usage by choosing all three correct options.
Tables 9, 10, and 11 show that first-year English majors at UOS have a poor grasp of the ethical, legal, and societal implications of their information practices.
It's important to note that no students provided feedback on the "other" answer choice.

6. Discussion and Conclusion:
When comparing the findings of this study to those of Mittermeyer and Quirion, it is obvious that there was a lack of standards among UOS students with regard to Information Literacy (2003). Therefore, it's doubtful that the students who participated in the study had a firm grasp of either how to locate reliable sources or the nature of legal concerns. To restrict their search results, they employ Boolean Operators, but they get OR and AND mixed up.
The goal of this research is to determine whether or not first-year college students have a sufficient grasp of information to successfully complete the questionnaire's tasks if they correctly answer more than half of the questions. Without using Chi Square, a comparison of male and female students will appear to have the same distribution. That's why it's pointless to try to draw any conclusions from comparing male and female answers.
Some students failed to grasp the significance of these abilities, and some educators bear the blame for the lack of information literacy in Jordanian classrooms. Despite the popularity of new approaches to education—from group projects to written reports—few Jordanian schools have implemented digital libraries.
Overall, English majors at UOS have difficulties identifying the concept under search, developing a search strategy, trusting what is written on the Internet, using results that are

relevant to the topic or problem under search, and comprehending the law.

7. Recommendations:

The following are the suggestions made by the researchers based on the findings and the outcomes of the study:

1. Designate time for a stand-alone Information Literacy course or incorporate it into existing lessons.
2. Prepare a printed and digital brochure on Information Literacy or hold workshops for first-year undergraduates to help them learn about and develop these skills, and then include them in the university's required orientation period for new students.

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